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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who are responsible for career resource centers in secondary schools and community colleges. The goal of this module is to help participants: (1) organize career resource centers for faculty use; (2) become aware of resource materials; and (3) learn about materials to collect, evaluate, and develop for classroom use. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participant's achievement of module objectives. (Author/HLM)

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DEVELOPING CAREER CENTER RESOURCES FOR FACULTY USE

MODULE 33

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Marlene Fredricksen

Robert Swan

CG 014209

May 1979

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MODULE GOAL AND OBJECTIVES

Module Goal

This module is directed to professional and paraprofessional guidance personnel responsible for Career Resource Centers (CRC's) serving secondary schools and community colleges. The topic is organizing career center resources for faculty use. It emphasizes the acquisition and dissemination of instructor level career materials as an important part of the CRC. Participants will learn about materials to collect, evaluate, and develop for classroom use by faculty.

Module Objectives

On successful completion of this module, you will be able to:

1. List the five components of a Career Resource Center (CRC).
2. Demonstrate an awareness of the potentialities of student career materials for faculty use.
3. Become aware of selected sources of professionally prepared and/or commercially produced faculty resource materials for possible uses in the classroom.
4. Rate two faculty resource materials (FRM) most appropriate to the clients of your Career Resource Center (CRC) using four given criteria.
5. Identify three general information sources and two ways an example of a general information source might be adapted for use as a faculty resource material (FRM).

GLOSSARY

Career - The pattern of activities and experiences that make up a lifetime of work, learning, and leisure. The term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life - her/his personal and social behavior, learning to learn skills, social responsibility or citizenship, and use of leisure time.

Career counselor - A professionally trained counselor who has expertise in the field of careers through experience and specialized training.

Career development - The life-long process a person undergoes as s/he gains skills in setting goals and in developing, implementing, evaluating, and revising plans to define a career and deal with life problems and opportunities.

Career education - The totality of experience which one learns about and prepares to engage in work as part of her/his way of living.

Career guidance - All the various types of assistance provided to help individuals in their career development. It includes instruction, counseling, placement, follow-through, evaluation, and support procedures based on youth career planning and development needs.

Career infusion - The flavoring of subject-matter disciplines with career education concepts in such a way that the career development of students becomes one of several themes reflected in all instruction. (California State Department of Education, 1974)

Career resource center - A facility having career materials which acts as the hub of the career guidance/career education program of a school or college.

Career resource technician - A paid paraprofessional who manages the Career Resource Center, performing duties which facilitate the career guidance/career education program of a school or college.

Faculty resource materials - Materials for faculty use in expanding their own knowledge; materials for use in the classroom as an aid to career infusion; or materials which can be directly transportable such as a career-education unit per se.

Guidance personnel - Those who guide the growth of youth with emphasis on affective development. This could include counselors, teachers, parents, administrators, work experience coordinators, paraprofessionals, etc.

OVERVIEW

OVERVIEW
OBJECTIVE ONE

What this module attempts to do is to deal with career resource materials for faculty use. These Faculty Resource Materials (FRM) may be defined as any material that assists faculty in the delivery of career guidance/career education concepts and skills in the classroom. Many FRM are already housed in Career Resource Centers (CRC's) but have been collected in an off-handed manner because the priority of CRC's has been student materials. However, if FRM are viewed as the support system enabling and encouraging faculty to assist the CRC in delivering career education to students then the need for the purposeful development of FRM becomes urgent.

Components Of A Career Resource Center

Career education has evolved as a way of improving the linkage between the individual, her/his training and the work place. Because of the complexity of this connection and because of the volume of materials which have been produced to ease this transition, many schools and colleges have established CRC's to house their programs and to serve as a central collection point and clearinghouse for career materials.

Ideally, the CRC offers a full range of services which include the following components:

1. Occupational, educational and leisure information enabling the student to become more aware of life/career options.

2. Self-assessment materials to facilitate student understanding of self in areas of personality, interest, aptitude and achievement.

3. Work experience and career and educational placement services.

4. Career counseling and guidance services.

5. Faculty resource materials (FRM).

These five components may be developed to a varying extent depending on the needs of the population served. For example, work experience may assume an exploratory emphasis without pay in a high school where the majority of students plan further schooling. This is in contrast to a high school where students are involved in general work experience with pay as an economic necessity to survive until graduation.

In presenting the information which is an integral part of each of the above-mentioned components, a multi-media approach is frequently utilized to include, in addition to printed information, audio-visual materials and perhaps a computer retrieval system, thus accommodating the different learning styles of students. For a detailed discussion and description of the possible interrelationships of the different components of a full service CRC, it is recommended that

you read the introduction to National Consortium Publication No. 19, *Planning a Career Resource Center.*

Career Resource Center Use By Teachers

Let us look at how a number of teachers use a CRC at the present time. What follows views the situation from a CRC point of view.

The career materials mentioned above unders Nos. 1 and 2 of the major components of a CRC are for students. There are three ways students can gain access to these materials: through a drop-in approach or regular program at the CRC; through a class assignment in the CRC, and through a class assignment carried out in the regular classroom, such as English, but utilizing CRC materials.

Many CRC's sponsor group and/or individual orientation programs to the CRC. For example, in a high school, this may be a regular three-day program and include all freshman or sophomore English classes over a semester period. Or it could be an individualized program done in sound/slide format at the high school or college level. The purpose of these orientation programs is to acquaint students with the available career materials and how they might use them in their life/career planning. A secondary purpose is to promote use of the CRC on a drop-in basis. When orienting groups such as from English classes, a personalized tie-in usually needs to be used to promote teacher cooperation. A short written assignment on occupational

choice may be made to give a hands-on experience with career materials, and evidence of accomplishment for the English teacher.

The class assignment in a CRC for students to do a "research paper" on one or more occupations is a fairly common procedure and is welcomed by CRC staff. Teachers give the assignment for several reasons. One could be to reinforce skills such as reference, writing, speaking, etc. The career assignment is given as the content for motivational purposes with teachers counting on self-interest as a driving force. Another reason for teachers giving career class assignments is to motivate students in regard to their own subject area such as foreign language, science or math. Students continually ask how the subject will help them and teachers attempt to give relevance by relating the subject to the outside world through occupations. These class assignments in the CRC are usually of short duration such as two or three class periods.

Career class assignments completed mainly in the classroom are of longer duration than the other two approaches mentioned above. These may range from a quarter or semester long class in career exploration to mandated units lasting two or three weeks in required courses, such as English or social studies, to voluntary units of varying lengths in various classes where teachers think career exploration is important subject matter for many reasons.

Student materials can be utilized in various ways as described above to promote life/career planning. However, most of the time teachers receive very little help in planning career planning activities either from people who have some knowledge (e.g. counselors) or from the availability of materials which could give them content background and teaching strategies. An example of this lack of help is the so-called "research paper" on one or two occupations so commonly assigned for a student's experience in the CRC. This assignment does give direction, and encourages the student to utilize some career materials. However, this assignment, used alone without backup, can be a very confining experience. For example, career information without sufficient self-understanding to personally integrate that information can lead to poorer career decisions, not better ones. CRC personnel many times ask the question why teachers don't go further but confine their assignment to the "research paper." They do not realize that teachers do not have the career knowledge to expand the assignment. Thus, this type of assignment is made by various interested teachers so that some students are going through the same experience again and again rather than each experience being at an expanded level of exploration.

What can be done to help interested teachers help students to expand their career horizons? Both career resource people and career resource materials are needed. The need of career resource people is

recognized by the authors of this learning module. Whether these people come from the ranks of instructors, counselors, work experience coordinators, curriculum specialists, or subject matter specialists is immaterial. However, specialized training is needed and the one graduate course required in the career area for counselor certification in most states is but a gross example of what is not adequate background. This question of lack of counselor expertise in career guidance/career education is addressed by ACES (1976). Although, the need of career resource people is recognized, it is not addressed in this module because the 52 staff development modules of the National Consortium are needed to approach the complexity of the issue. However, those particularly relating to consulting and change agent issues are numbers 48, 28, 29, 51, and 52.

Faculty Resource Materials (FRM)

(This module addresses the second half of the equation mentioned above - the need of faculty resource materials (FRM)).

FRM can be divided into the three major areas of program planning materials, student career materials, and instructor oriented materials. The first area, program planning materials, deals with the planning, implementing, maintaining, and evaluating of career guidance/education programs and practices in schools and colleges. This component will not be emphasized in this module because it already has coverage in the National Consortium Modules Numbers 1 - 12.

The second area is career information addressed to students but which can also serve as valuable information to faculty. Occupational, educational, leisure, job search and guidance information all fall into this area.

The third area is that information for instructors which can help in planning and implementing career units within the classroom with the auxiliary help of the CRC such as goals, objectives, student activities, teaching strategies, and evaluational schemes. These may come in the form of teacher additions of text books, curriculum guides, or instructor manuals. An abbreviated example is the Coordinator's Guide, accompanying this module.

In summary, this module is rooted on the assumption that by supplying class resources to the instructor, the CRC is able to effectively reach a far larger number of students than is otherwise possible and is, in fact, directly increasing its own staff. In addition, the instructors who use these resources are more likely to provide support for other programs of the CRC. Thus, a cooperative relationship can develop that will benefit instructor, student, and CRC.

ACTIVITY ONE

Instructions

List at least four of the five components of the Career Resource Center (CRC).

1. _____
2. _____
3. _____
4. _____
5. _____

Give three advantages for developing career center resources for faculty use.

1. _____
   _____
2. _____
   _____
3. _____
   _____

STUDENT CAREER MATERIALS
FOR FACULTY USE

STUDENT CAREER MATERIALS FOR FACULTY USE
OBJECTIVE TWO

This objective focuses on utilizing student career materials in the classroom rather than discussing the content of particular materials. Some sample materials are discussed under Objective Three, "Faculty Resource Materials."

Student Career Materials As FRM

To re-emphasize, student career materials are FRM because they have two major functions in terms of faculty use. 1), They can provide the content of the material the faculty member is trying to put across. For example, this could be textual material along with the student activities covering a wide content range from acquiring decision making skills to discussing occupations requiring mathematical skills and knowledge. 2), Student career materials can constantly expose the instructor to additional information s/he needs in carrying out the difficult assignment of career information. The term, career education infusion, has come into popular educational usage only recently. The idea is that the instructor implement career education concepts into his/her regular subject matter area in such a way that an infusion process takes place. Career education is not additional subject matter but part of that already taught. This sounds exemplary, but actually is difficult to execute. The lack of instructor knowledge in the career area has been much mentioned in

"Overview", the first section of this module. However, to elaborate, career education infusion demands good content knowledge in both the subject matter area and in the career area, and good process knowledge in order to bring the infusion about. Let us assume the instructor's knowledge of the subject matter and that s/he has some process knowledge in terms of good teaching methods. The career area part of the equation is then left to personal experience and knowledge whether of oneself or others. This can be a limiting or broadening condition, depending on the breadth of the instructor's experience along with how recent the information is.

For example, in regard to student career materials, the instructor may be no further along in his/her knowledge of the world of work than the students. Occupational information could be one point of departure. An intensively used resource in this area is the Occupational Outlook Handbook (OOH) because of its coverage and timeliness. The breadth of information in this volume is considerable and can be a basic resource for instructors and students. Therefore, how to find the information contained in this volume, rather than the information itself, needs to be taught. But this means that the instructor must know it well enough to teach it. A number of instructors who have taken this step in becoming knowledgeable in the use of the OOH have a copy within their classroom. It has become infused with the subject matter of that class by its availability and frequent reference.

Five Areas of Student Career Information

The five components listed in "Overview" as making up the necessary services of the CRC highlight five kinds of career information and/or skills that can be effectively taught within the classroom. They are occupational information, educational information, leisure information, job search information, and guidance or personal information. These types of career information are distributed through numbers one, two, and three of the CRC components as mentioned in "Overview."

Occupational information should not only include individual or job cluster information but also information on the whole job market environment, including present labor demands and economic trends. Educational information relates to training opportunities of all sorts including formal schooling in vocational areas, community colleges, four year colleges, etc. Other sources of training should include apprenticeship, on-the-job training, the Armed Forces, special government programs such as Job Corps, CETA, etc.

Leisure information is needed to make a truism of life/career planning. See National Consortium Publication No. 32 Providing Leisure Materials In The Career Resource Center for more details. Job search information is not only for the purpose of acquiring work but also keeping a job and advancing up the job ladder. Guidance information deals with self and should cover such things as decision-making skills, values, interests, abilities, and personality attributes.

Career Education Curricular Infusion

As the infusion process is discussed below any of the five student career materials mentioned above could be utilized. Of course, the actual resources in one's CRC would limit what services the CRC could offer along with what objectives the classroom teacher could plan. Also, depending upon the instructor, the infusion process may vary from content facts about jobs utilizing a foreign language to the actual teaching of career decision making skills.

The CRC may have to coordinate career consultant efforts besides making available student career materials and the necessary instructor backup aids for those teachers wanting to take greater risks in career education efforts.

One might think of this curricular infusion along a continuum. Obviously there is a great overlap anytime a label is used.

Course Unit Mini-unit Activities Situational Teaching

To the left there is more focus and structure and to the right, less focus and more integration. The time element moves from 100% in a course to seconds in situational teaching. However, the latter may be repeated many times with different career themes. In fact, situational teaching in the career area demands as much knowledge on the instructor's part as the teaching of a career education course. In

addition, such instruction requires teaching techniques that although they seem incidental and momentary, are actually effective and lasting because of the bridging of subject matter such as social studies and personal application as in career planning.

Many schools and colleges have tried courses with varying success. Usually the information categories included are occupational, educational, and guidance, but most teachers feel uncomfortable with the personal aspects of the guidance area and give it cursory attention at best. Too many schools have made the course required at the freshman or sophomore levels with dire results. The teachers involved in the course frequently are those who couldn't get assignments in their own subject matter area and feel inadequate with a career education course. They attempt to solve their dilemna with films and outside speakers ad nauseaum. The students get the message that occupational information along with some educational information is all one needs in career planning. They actually cannot do a good job with the information they have received because of the lack of help in personal application (guidance.)

Of course, there is a brighter side to offering courses. Elective status gives a course more prestige and when knowledgeable and enthusiastic faculty teach it the course becomes almost an elective requirement with most students wanting to take it.

Career units and mini-units are very common in many subject matter areas. However, students may end with only researching an occupation in the CRC as mentioned in "Overview." Here the teacher shows interest but not much knowledge of content or process. For example, the teacher may be stressing the communication skills of speaking and writing and uses the career area as content because of possible student interest. Another example is the social science teacher utilizing the job market from the standpoint of economic considerations and including personal career planning for motivational purposes again. A third example is a business teacher stressing job search skills, with utilization of the CRC only as a referral resource for possible information. Here is where the CRC can go beyond being the resource and become the helper by offering certain services (i.e., outside speakers, bulletin boards, other prepared materials, etc.) which could enhance the unit the spark return visits of students and teachers.

Activities refer to one shot assignments such as the practice of interview skills in English. The assignment might be to interview a person in an occupation a student is thinking of entering. The English goal would be the process of communication, the career goal would be content of a particular occupation. The marriage of the two could be an excellent experience for students if the instructor has knowledge of both.

At the right end of the continuum is the term, situational teaching. This could be the ultimate in career education infusion, where a teacher in math, for example, would be able to illustrate mathematical functions in terms of consumer and career references to the extent that the students would have a hard time separating the career content from the math function. Such applicability has a good chance of making both areas more meaningful to many students.

Most instructors are looking for ways to make their subject more interesting and understandable. The CRC needs to be constantly alert to help in this continuing effort through the additional use of student career materials.

ACTIVITY TWO

Instructions

1. List at least four of the five areas of student career information.

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

2. From the list above, choose one area of the student career information that you would like to develop more into FRM possibilities.

   _____

3. State two personal experiences which have influenced your selection of the above area.

   1. _____

      _____

   2. _____

      _____

4. State two resources or personal qualities which you have that make you feel you can accomplish more with the area you have chosen.

   1. _____

      _____

   2. _____

      _____

FACULTY RESOURCE MATERIALS
OBJECTIVE THREE

Because the definition of FRM is broad (the content of the career education information process), the number and scope of resources may seem overwhelming. The amount of material which has been placed on the market in the last five years is tremendous, and most of it has been developed through federal and state grants, although an increasing amount is being commercially distributed. This material ranges from state plans and/or curriculum for career education to school district developed goals, objectives, and activities to the publication of specific project proposals dealing with a myriad of career education subjects such as sex equity, rural career education, relating school subject matter to occupations, job clustering, occupational filing systems, occupational and educational information through computer retrieval, career information for specialized populations such as minorities and the handicapped, etc., etc.

Most of the career materials aimed for students as FRM in a guidance or regular subject matter class, have various hints for teachers in helping get the concepts across. Many of them are based on a systematic approach of one, "where am I going with this material?" Two, "what am I going to do to get there?" And three, "how do I know I have gotten there?" In educationalese it means that one, you promulgate your goals and objectives; two, you work out student activities, and; three, you construct an evaluational scheme. Much of the material is

written in such a manner that it does not have to be taken as a complete package, but has the flexibility to be sectionalized and molded to fit the student audience being considered, the goal or direction of the class, and the teaching style of the instructor.

The search for FRM should begin within the school district or college, go on to the county or state level, and finally to the national level via the ERIC system as described in National Consortium Module No. 50, Becoming Resource Resourceful.

The Textbook Approach

The textbook in career materials tends to be an expensive approach mainly geared to career courses of various types. However, it tends to be a comfortable approach with most teachers. The coverage of the text book may be excellent such as dealing with all five areas of information considered in Objective Two - occupational, educational, leisure, job search, and guidance. A prototype of this approach is Exploring Career Decision-Making (Winefordner, 1977) for the secondary level. The extensive coverage can be seen through unit titles such as, career awareness, decision-making, self-exploration, occupational exploration, interests, work activities, work situations, aptitudes, career and leisure, career planning, etc. The Teacher Edition of this text is the kind of source book which should be available in the CRC even if only numbering a few copies if a student classroom set cannot be budgeted. The creative and interested teacher could go far with it.

Paraphrasing the previous sentence, getting the creative teacher interested in the career area is a high priority goal of the CRC. A book such as Careers, A Guide for Parents and Counselors (Larramore, 1978) could be a help in this direction, especially for these teachers claiming little knowledge. It helps identify one's career biases, and gives ideas which can be used as classroom activities.

Another book which is oriented toward adults, and could really stimulate interest in teachers is What Color Is My Parachute (Bolles, 1979). This book emphasizes a job search approach which has put it near the top of the trade paperback lists for the last five years. The actual job approach is detailed, but it could serve as a good FRM in the CRC at high school level, and be available for students and instructors at college level.

A second book by Bolles is The Three Boxes of Life (Bolles, 1978). It is also effective with the adult and could be used in its entirety or in sections either with individuals or in the classroom. It is especially appropriate for the highly motivated person who enjoys reading. Bolles' theory is that there are three boxes of life, education, work and leisure and that in different life stages the individual tends to spend most of her/his time in one box. Bolles feels that the boxes should be more evenly balanced throughout life. The book is written in a colloquial style and is full of references to other materials that could be used by the reader. The Job Hunting Map is included to help the student to define her/his skills and to relate her/his interests

to occupational groupings.

Workbooks

In this approach, the textual material and exercises appear together in consumable form. A couple of workbooks directed toward adults lead off this discussion, because one or two copies of these workbooks can serve as motivators and career knowledge sources for middle and high school teachers, and as texts for students and instructors at the college level.

The Personal Vitality Workbook (Miller, 1977) is designed to help adults through increased self-knowledge improve their vitality, life and career. The workbook assists people in establishing personal goals and developing an action plan to implement them. The chapter "Work: inputs, the work environment, outputs" is especially helpful in clarifying those aspects of work which may be contributing to the non-specific dissatisfaction many workers and career changers experience. Identifying the sources of the malaise is helpful in understanding the kind of job needed for a scucessful career change. There is a textbook Personal Vitality (Miller) that is available as a companion. (See Appendix B)

Emphasis

Another series of workbooks is Emphasis specified for use by adults. Each workbook is self-paced with checkpoints for the learner

to evaluate her/his progress. The advantage of the format is that in a one-on-one situation the adult can select, with the help of the counselor or instructor, the workbook to develop skill areas where s/he wishes to increase proficiency. The workbooks can also be used as text books. The series topics include: increasing decision-making skills, exploring the relationship of self to work and careers, identifying interest, life-style preferences, discovering educational/training program opportunities and improving job seeking and job keeping skills. These books have proven particularly successful with community college students. (See Appendix B)

Employability Skills Series

Among the workbooks particularly useful in the area of job search are the Employability Skills Series (Florida State University, 1977) targeted for students grades eight through adult. Two skill areas are specified. The first, obtaining employment, includes choosing an occupation, locating potential employers, securing initial information, and applying for a job. The second, maintaining employment, includes interpersonal relations, work habits, personal habits, supportive skills, (communication, computation), career development. The materials written at approximately a fifth grade reading level, consist of six student workbooks with an instructor's guide for each. In the Employability Series, the guides explain the purpose of the unit, the major concepts covered, the relationship of the skills, sub-

ject areas and include student objectives and performance measures. Enrichment activities and resources allow instructors to personalize the materials where needed or desired. The content of this series is specific to Florida in referring to enrichment opportunities and other resources but it could easily be adapted to other states with the substitution of local resources. At the time of writing, the Employability Skills Series is not in print. Because of the anticipated demand future publication is planned for Fall, 1979.

The Yellow Brick Road

For the elementary level, The Yellow Brick Road, A Source Book of Career Guidance Strategies for the Elementary Counselor and Teacher (Amatea, 1975) is suggested. This combines an actual program sequence of objectives and activities and a bibliography organized by career developmental concept, e.g., the child identifies tasks s/he can do by her/himself as skills relating to the larger world. With this age group self-awareness is a beginning step to career awareness. Additional resources are identified for the teacher and encourage expansion of the class-room program. The materials have been divided into three grade level groupings, primary (K-1), middle (2-3), and upper elementary (4-5). It is realized that there are thousands of different elementary student workbooks and teacher guides in career education that have been written. The reason the sampling is so small here is that the secondary and adult levels are being stressed because of CRC involvement.

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Curriculum Guides

Regular subject matter materials provide a vehicle for career education in several formats. In some instances, the subject matter materials may be fully developed and specify goals, performance objectives, and instructional strategies for career infusion. Other materials may be open ended and simply provide some information and suggest possible activities. Still other materials may provide instructors with cues to encourage them to adapt and develop materials specifically for their own classes.

The Looking Glass, The Career Center Management Guide (Fullerton, 1976) is an example. One part of this guide contains "Subject Matter Articulated Career Kits" (SMACKS) that have been designed to help teachers relate subject matter to the working world. The units are complete with stated goals and performance outcomes, materials needed, procedures and evaluation. There is a great deal of flexibility built into the use of the SMACKS so that the teacher has the freedom to tailor the material to the capabilities and interests of the class. Instructors are encouraged to adapt or even create SMACKS as needed. An example is included in Appendix B. In addition to their inherent merit, SMACKS have the virtue of being designed by classroom teachers, an excellent selling point when approaching staff to introduce these techniques into the classroom.

Another section of The Looking Glass provides "Career Information Packets" (CIPS), a series of 68 individually oriented instructional units comprising a career exploration sequence. The areas covered are self-awareness/values, self-assessment, career awareness, a closer look at careers, in-depth career exploration and alternatives/planning and action.

CIPS can be done alone or some need partners. Although structured for use in the CRC, they can be adapted many ways for use in the classroom. The flexibility of these student activities could be most helpful in a number of career infusion situations. See Appendix B for one example.

Project CHOICE, Children Have Options in Career Education (San Diego, 1976) provides 130 learning units developed by teachers for students from pre-kindergarten through grade twelve. The secondary units are organized around twelve career clusters that can be infused into the appropriate subject matter area. Students are able to work at their own pace and according to their interests. The units for secondary schools are similarly designed but are open-ended to encourage students to continue research. Use of the school CRC and community resources is suggested. Like the SMACKS, CHOICE originated as a way of relating subject matter to the world of work and hence supplying to students added meaning to their school experiences. The units are complete with outcome statements and pre and post assessments. A selection from one of these units is included in Appendix B.

An extensive project which originated in Roseville, Minnesota Area Public Schools (Benson & Henniksen, 1977) details the steps of career education program development and implementation in grades 7-12. Curriculum guides for subject areas, (e.g. The Good Life: A Senior High Career Related Social Studies Course Guide) as well as career guidance units, (e.g. Junior High Career Maturity Activities). Each unit outlines day to day procedures for the teacher and includes time lines, material lists, and worksheet masters.

There is an additional curriculum guide that is unique in that it deals with leisure information. It is called the Kangaroo Kit, A Leisure Education Curriculum, (National Recreation and Park Association, 1977)with Volume 1 covering Kindergarten - Grade 6 and Volume II covering Grades 7-12. The guide is filled with suggestions for discussions and activities, and would be an excellent resource for the CRC promoting the concept of life/career planning.

Educational Information

No source has been mentioned, but one of the most commonly used is the college catalog. Reading a college catalog and obtaining some of the needed information for sizing up a college can be a difficult task. Format, terminology, and detail vary greatly. One attempt to systemize the procedure for the beginner is called "College Catalog Cues" (Swan, 1979) and can be found in Appendix B.

Summary

The above selections are but a very small sample of the many excellent resources available for faculty use. By establishing the CRC as not just a sometime source of FRM but instead, a career education support system, the goals of career curriculum infusion are more likely to be met.

ACTIVITY THREE

1. Complete the chart on the next page. Give the titles of three FRM's appropriate for classroom use by teachers and/or students, and briefly describe the target audience, purpose, and format of each. Successful achievement of this exercise is that 9 of the 12 blanks will be correctly filled out.

ACTIVITY THREE

Title of PRM	Target Audience (e.g., grade level of students, adults)	Purpose (e.g., develop employ-ability skills, teach decision-making skills, relate subject matter to the world of work, etc.)	Format (e.g., student workbook, teacher guide, etc.)

CRITERIA FOR EVALUATING FACULTY RESOURCE MATERIALS

CRITERIA FOR EVALUATING FRM FOR CLASSROOM USE
OBJECTIVE FOUR

The criteria for evaluating FRM vary with the kind of material under consideration. Some materials to improve career information of faculty are more appropriately examined by the standards which are generally applied to research data. Routine considerations might be the reputation of the issuing agency and/or author, the resources from which the information was gathered, the appropriateness of the analystical procedures used and the currency of the final product. Labor market statistics are particularly open to differing interpretations, not as the result of intentional manipulation, but because the background of the issuing agency sometimes colors the significance of the data.

In looking at the other two kinds of FRM, student career materials and curriculum guides for use in the classroom, one notices that they tend to be evaluated by less systematic measures. One probable reason for this is that there is a strong element of subjective judgment which goes into the evaluation of this sort of FRM. CRC staff who are experienced in selecting FRM from the number of such materials available have found that a collaborative effort with teachers is a necessity. Professionals heading CRC's have used the strategy of having the materials suggested come from those persons who are directly involved in career education on a day to day basis and have expertise to evaluate materials as practitioners. The classroom teacher, on the other hand, is more knowledgeable of the subject matter area and is better able to evaluate the

abilities and interests of a given class of students. Without both of these areas being combined, there is a risk that materials selected from just one vantage point will not prove usable and the infusion effort will not succeed. Therefore, teacher involvement has proven to be a necessary element of materials evaluation.

Those who are evaluating materials for use as FRM may adopt certain criteria as being relevant to their situation and also may establish their own guidelines for evaluation. There are some areas which should routinely be examined. These include content and skill level, format and cost.

Content And Skill Level

The content of the materials ought to be reviewed to establish whether faculty and student needs are met. Within the content area there are some specific elements to be considered. As a rule, FRM have been developed for use with a specific population or grade level. Experience has shown that the stated and actual target populations are not always the same. In all fairness, it must be noted that student populations vary widely, so it is important to examine the materials for appropriateness to the individual situation.

One of the questions to be asked is whether the FRM provide for the range of abilities of all pupils or, failing that, can be adapted for all students or for students with special needs. Knowledgeable staff realize that if you are dealing with process skills, they are

applicable most of the time because of the process taught, regardless of content and grade level suggested. For example, National Consortium Publication Number 47, Helping Elementary School Students Develop Decision-Making Skills, should not be rejected for other audiences because the process (decision-making) is directly transferrable to high school and adult populations. A process may be introduced at an awareness level, in the early grades, but may also be used at a skill level later on in school and in life.

The conceptual level of the materials is a related consideration. The professional will be aware of the level of the class and select materials which are consistent with the conceptual or idea level of those using them. Awareness or skill level mentioned above is an example here. Another important aspect is the reading level of materials because it provides a measureable indication of likely success in direct transport to the classroom. District or college reading specialists are able to help with this evaluation. Frequently, the professional who has had experience with the students who will be using the materials can gauge the appropriateness of the reading level, but being able to back that judgment with a specific reading measure is helpful reinforcement.

Another aspect of content to be evaluated is the pertinence and relevance of the material. Whether students will be able to relate to the content and find it meaningful and motivating are some of the questions to be considered. Content should also be examined for free-

dom from cultural bias, including race, sex, age and disability. It is not unusual for some subtle bias to be perpetuated inadvertantly in FRM, not intentionally, but because in editing older materials an occasional phrase or implication may be overlooked.

Content should be evaluated from the teachers' viewpoint. Usually, there is no agreement on the kind of materials preferred by faculty. Some teachers prefer lesson plans or complete career education units. Other teachers like to use sample plans as examples for developing their own plans. The classroom teacher can help to decide whether the content can be integrated into existing curriculum. For further discussion of teachers' concerns about the effectiveness of career education materials, the reader is directed to (Hoyt, 1977) and (Borman, 1973). One finding of the latter study was that materials seldom were completely transportable and nearly always required some adaptation to tie in well with existing conditions.

Format And Cost

The format of materials is important in evaluating FRM. Physical appearance should be considered because it may affect the students' motivation (i.e., "Those books look dumb"). In some instances the design could interfere with the content. An example might be a workbook, lumping the reading material together in large segments so that the student becomes disinterested and does not finish. Another aspect of format whether printed or audio/visual, is that FRM for classroom

use should be readily portable and any special equipment such as a projector or special conditions, i.e., a darkened room for film showings should be taken into account. The effect of such special requirements should be weighed for convenience and the possibility of limiting the use of the materials.

An inescapable consideration is cost. When it is necessary to buy workbooks for an entire grade level, the cost of implementing a program may become prohibitive. In some instances the availability of non-copyrighted materials or permission to reproduce copyrighted materials may be an important factor. In fact, some school staffs have found even the cost of duplicating non-copyrighted materials is beyond CRC budget.

The above-mentioned suggestions for evaluating materials for selection as FRM is not intended to be comprehensive but to provide examples of possible guidelines for evaluation. For example, refer to Appendix B, "Accepting Responsibility for Your Life". (Emphasis: Decisions, P. 27) The Emphasis series is advertised for use with adults. On examination one can see that the reading level is appropriate for college students. The situation chosen for the exercise is one to which many persons can related. The illustration is apt for the situation (an obese woman). There is no bias evident. The workbook format as demonstrated by this page is appropriate for adults and can be used as a classroom group text as well as on an individual basis.

Cost of the workbook should be considered. While the single notebook is $2.95, the cost of the entire series is $14.95 which some students and school districts may find beyond their budget. In this instance, cost might very well be the determining factor in approving the materials. However several copies might be bought by the CRC for FRM so that instructors can browse in such material to generate ideas of their own.

ACTIVITY FOUR

1. From the selected materials in Appendix B, and from any materials you are familiar with from the Resource List, choose two FRM and evaluate them below by using at least four criteria that you think would be most important in your setting. Remember - you may be choosing FRM with various purposes in mind. For example, you may choose a student career material but for the purpose of faculty information; you may choose a student career material with the idea of adapting it to special education students; or you may choose FRM having teacher curriculum guide because you know your teachers are more easily sold on structured materials.

Criteria	Ratings:
1. Reading level	1. Satisfactory
2. Concept level (ease in grasping the idea)	2. In doubt
3. Appropriateness (it has interest relevant to age level with whom you are dealing)	3. Not satisfactory
4. Bias free (social, sexual, age-wise, etc.)	
5. Cost	
6. Format	

2. Title of FRM #1_____

Intended purpose (see above)_____

Setting (age level, kind of class, etc.)_____

Using the criteria important to your setting, rate the FRM #1.

	Criteria	Rating (Circle number which applies)
1.	_____	1 2 3
2.	_____	1 2 3
3.	_____	1 2 3
4.	_____	1 2 3
	Total	_____

3. Title of FRM #2_____

Intended purpose (see above)_____

Setting (age level, kind of class, etc.)_____

Using the criteria important to your setting, rate the FRM #2.

	Criteria	Rating (Circle number which applies)
1.	_____	1 2 3
2.	_____	1 2 3
3.	_____	1 2 3
4.	_____	1 2 3

Agreement to obtain the FRM should result from a score of 11 or 12. There should be several ratings involved if some expense is to be incurred. For example, this could be the professional in charge of the CRC, the paraprofessional staffing the CRC, a counselor, and one or two subject matter teachers depending on the subject areas to be served.

There is no standard of successful completion on either of the above two ratings because the purpose and setting could be different for every one of you participating.

IDENTIFICATION AND ADAPTATION OF GENERAL INFORMATION SOURCES FOR FACULTY USE

IDENTIFICATION AND ADAPTION OF GENERAL INFORMATION SOURCES
OBJECTIVE FIVE

In Objective Three a variety of FRM professionally and/or commercially prepared and published was presented. However, all of these materials require some expenditure of funds. Since many school districts are facing budgetary restrictions, the purchase of any materials, regardless of need, may not be possible. A less expensive way to acquire FRM is to adapt general information resources for use in the CRC. For an extensive background on locating resources, see National Consortium Publication Number 50, Being Resource Resourceful.

One helpful resource often mentioned by CRC staff is personal contacts. Word of mouth information is accumulated from teachers, from the people who are contacted for occupational speaker programs, from business organizations, such as your local Industry and Education Council or National Alliance of Business, from in-service and other professional educators, from college placement offices, from your local state employment service, etc. The great difficulty with this kind of general information resource is its reliability because it may be hard to verify and not merit application separate from the originator's context. On the other hand, such information may be more current and characteristic of the local area than more formally gathered materials. It is a good idea to write down this word of mouth information together with the name and phone number of the originator and to check back periodically to see if the situation has changed.

A more tangible source of information is available in newspapers and popular magazines. Sometimes instructors and other interested staff will bring in items of interest to the CRC. Because newspapers are not convenient to store, Career Resource Technicians (CRT's) may select articles and have a student aide cut out and arrange them on typing paper. Some people xerox these materials because xerox copy does not yellow or smear the way newsprint does. The articles are then ready to be duplicated and disseminated or otherwise displayed. A similar procedure may be followed with magazines and professional journals. Where indicated, permission to reproduce copyrighted materials must be sought. To save time, the CRT may develop a form letter asking for this permission.

While the local newspapers are at hand, other specialized publications like the Wall Street Journal and union and corporation newsletters may be more difficult to located. Magazines such as Money, Fortune, and Business Week can often be found in school, college and public libraries. Professional journals are usually on file in college, school district and county or state departments of education libraries. Sometimes business instructors and other faculty members subscribe to periodicals of this kind and are willing to help the CRC gain access to these resources. In some instances a letterhead request from the CRC will place the career center on mailing lists for free newsletters. Representative sources of these timely publications are banks, employment services and university placement offices. For example, in

California, Security Pacific Bank publishes regional monthly summaries of business conditions that are available free of cost. Nationwide, the United States Employment Service provides, for the asking, descriptions of the state and county labor market and job projections. As with other resources, the CRC staff should evaluate the information received before adapting it for use. Some important considerations here are any biases that may distort the information, the adequacy of the providers' information-gathering techniques and the validity of statistical procedures used.

Newspapers and current periodicals supply topical information that is not available elsewhere. They supply information about existing and emerging careers, educational programs, and meetings. In addition, many social, environmental and economic changes that affect the labor market are first publicized in these media. Current information often anticipates labor market changes and indicates the development of future trends. Teachers can use this information to stay up to date on skills currently required by employers, and to assist students in developing realistic expectation of the job market. An example of this kind of change and trend is the ripple effect caused by the partial deregulation of air fares. Reduced fares resulted in a substantial increase in passengers. More business for the airlines at a time when they were considering updating their current fleets both enabled and encouraged them to place orders for new aircraft.

Political considerations resulted in most of these orders being placed with companies in the United States. The labor market was indirectly affected by the deregulation. There was an increased demand for both in-flight and ground personnel, a hiring surge in aircraft manufacturing and an especially strong demand for workers in the electronics industries supplying aircraft companies. CRC staff, by identifying and providing this sort of information in understandable form, is filling a gap that many counselors and teachers do not bridge between the economic community and the classroom. The authors are suggesting that CRC staff supplement existing labor market information as changing conditions affect changes in labor force demands. Another example of this kind of change in the job market is the sudden increased demand for bilingual teachers in the Los Angeles school system. The extent of the need was not predicted because the legislation requiring bilingual instruction had not been approved, nor had the disenchantment of those in the substitute teacher pool been anticipated. The combination of these two events led to a turn-around in labor market needs which had not been projected. The difficulty in finding teaching positions has also affected enrollment in teacher education programs. This situation is still in flux so it is difficult to define the number of teachers who will be available. To recap then, what is needed is someone to interpret and synthesize these topical data for faculty and student use and to monitor the media for economic and other changes which impact the labor market. For a discussion of

the importance of future trends data in career guidance, you might want to refer to the National Consortium Publication Number 26, Imaging Futuristic Career Guidance Goals.

Monitoring the press could become a time consuming task but the size of the undertaking can be reduced by allowing students and staff to vie to be the first to locate articles for the CRC's use. In some schools, the competition, encouraged by teachers, has become widespread. An additional plus is the heightened awareness of career information for those who help the CRC in this way.

While developing FRM may seem like an arduous chore, in fact, it often requires little more than relabeling and adapting materials and services already provided by the CRC. For a practical introduction to the procedures which many centers have adopted as a routine segment of their services, refer to the National Consortium Publication Number 21, Developing Facility Maintenance Competencies for Career Resource Technicians. Some of the activities described are developing career speaker programs, arranging monthly calendars of events, and publicizing CRC activities.

No matter what kind of FRM is housed in the career center, chances are that its use could be expanded if faculty were aware of its availability and felt comfortable in its application. One simple way to begin is to establish a specific location for FRM, such as a central area, corner, or table. Publicizing this location will encourage

faculty to come in to browse when convenient, and enable them to evaluate materials before deciding to use them in their classrooms. This low-key accessibility may be the most successful means to foster the use of FRM. CRC personnel, especially the professional, should be available to explain and demonstrate the use of the materials to the instructor in the CRC or in the classroom if that is desired.

One method of heightening awareness of the CRC as a source of FRM for use in the classroom is the bulletin or display board. Faculty lounges, mailrooms and other locations in the school that are generally frequented by teachers are good sites for display boards calling attention to the services of the CRC and the availability of FRM. The display may show a sample of what the CRC has to offer or it may be informational. Many CRC have established a "Have you seen this" corner on staff bulletin boards as a way of increasing the staff exposure to career information. It is important to change the materials in these areas frequently or people stop noticing them. It also helps to select attention grabbers - humorous or unusual topics, so that passers-by will take the time to read what is posted. Some CRC's have established a logo that gives instant identification of the CRC as the source of these materials. The logo may be a graphic design, consistent color, or perhaps a standardized format or typeset which becomes known as CRC.

Another use of bulletin boards is to provide a preparation service for the classrooms. Because preparing bulletin boards is a time consuming chore, teachers may be persuaded to allow the CRC to help

with this task. The range of possibilities for career related displays is broad and runs from simple to extremely complex in both concepts and materials. Topics appropriate to various subject matter areas and career guidance are examples of some of the kinds of information CRC have supplied for classroom display. When teachers learn of the bulletin board preparation service, demand for it may exceed CRC staff availability. There is something to be said for allowing a waiting list to form for this service as a way of showing how valuable it is. A positive by-product of the bulletin board preparation service, is the increase in faculty contacts with the CRC, which can result in an interest in other CRC offerings for faculty. In other words, the bulletin boards may serve as cues to the instructors, reminding them of the relevance of career information to their instructional area.

Resourceful CRC personnel have responded to the faculty needs with information booklets relating subject areas to occupations and to CRC and community resources. Newsletters, department-of-the-month programs highlighting the career ladders related to different majors or school subjects and brown-bag-it-with-a-teacher programs that allow students to meet with teachers in an informal situation are just a few of the workable beginnings utilizing general information resources that support career education infusion in the classroom.

NAME_____

ACTIVITY FIVE

Before any discussion by your subgroup, please complete number one below.

1. Please list three specific examples of general information sources that could be adapted as FRM.

   a._____

   b._____

   c._____

2. After reading and discussing with your subgroup the handout you received, list two ways this article could be used to enrich or enlarge the knowledge of the instructor.

   a._____

   b._____

3. A second step after discussing the article with your subgroup is to identify two ways the article can be adapted by CRC staff for classroom use.

   a._____

   b._____

Directions for Scoring

After finishing number three, exchange your answers with another member of your subgroup. Possible answers will be discussed by the Coordinator. Successful completion of this objective is listing three acceptable answers for number one and two acceptable answers for number three.

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APPENDICES

APPENDIX A

RESOURCE LIST

APPENDIX A

RESOURCE LIST

This resource list is not intended to be comprehensive. The authors have attempted to select representative materials that can be used as faculty resource materials. The volume of new materials and the limited accessibility of some publications make it likely that noteworthy materials have been overlooked. In the case of commercially prepared materials no endorsement is implied or intended. It is our hope that you have become aware of the potentialities of the materials available and will seek out similar local resources.

SECTION I PROGRAM PLANNING/IMPLEMENTATION AND SOURCES OF INFORMATION

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Home Life Skills: Career Related Junior High Home Economics Courseguide.
Junior High Career Maturity Activities,
A Model for Career Related School-Community Exchanges and Internships.

Senior High School: 1977.

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Career Related Foreign Language Unit: Senior High.
The Good Life: A Senior High Career Related Social Studies Courseguide.
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APPENDIX B

SAMPLES OF SELECTED MATERIALS

SOCIAL SCIENCE SMACK*

Unit 7: Career Changes

Topic: Economics/Career Changes

Suggested Length of Unit: Three to Four Days

GOAL

This unit is designed to help the student understand that one may change a career field for many reasons.

STUDENT OUTCOME

Students will be able to gather and analyze statistical data and to make generalizations which permit them to develop strategies for adapting to change.

MATERIALS

Sufficient student copies of the "Statistical Analysis" chart

ACTIVITIES

First Day

1. Introduce the unit by discussing why people change jobs. Elicit as many suggestions as possible from students. Points to emphasize are:

   - Improved salary
   - Improved working conditions
   - Improved benefits
   - Change of place of residence
   - Discontinuance of jobs
   - Loss of interest for job

*From:
The Looking Glass: The Career Center Management Guide. Fullerton, California: Fullerton Union High School District, 1976.

2. Have the students gather the following information from parents (or any two adults) as an assignment for the second day:

   - How many jobs held?
   - Reasons for change?
   - What were the results of the change? Explain.
   - Were these changes generally extremely bad, bad, no change, good or extremely good?

Second Day

1. Give students the "Statistical Analysis" handout and have them fill in the information received from their parents (or other adults) as Cases 1 and 2.
2. Put the chart on the blackboard to act as a "Master" chart. Have each student report findings and tally these on the blackboard chart.
3. Instruct the students to fill in their chart from the "Master" chart on the blackboard. This will result in their inclusion of all other students information on the chart.

Third Day

1. Direct students to write their analysis of the information by answering the following questions in the space provided on the back of their handout.

   - What number of jobs appeared most frequently?
   - What was the most frequently-used reason for change?

2. You may wish to have students compute the average of the "Results of Change" scale.

3. Conduct a discussion in which students are lead to react to the following questions:

   - How many changes can they expect in their life time?
   - What does this imply for their career preparation, i.e., should they be concerned about one specialization and broad preparation?
   - What can they do to prepare for change in their career field, e.g. continuing education

EVALUATION

Evaluate student performance using an essay in which they react to the following statement:

"When one graduates from school his education is over."

Instruct students to support their response with evidence drawn from the results of the activities.

TEACHING ART CAREERS *

The following teaching suggestions are intended as models for teacher-developed activities related to careers in art.

> Art related careers call for special skills, concepts and attitudes. The identification of these concepts, skills, and attitudes provides an opportunity to develop related discussions, reading, research, writing, interviewing, creative art activities, room environment and appropriate materials.

Although there should be a broad understanding of art and art concepts in all art classes, emphasis should also be given to their adaptability and application to specific art related careers. Artistic concepts and skills should be related to a wide range of art careers--from Fine Art, which may be broadly defined as art which exists without functions beyond visual stimulation and enjoyment, to Applied Art, which involves the use of art and its appropriateness in everyday living.

Teacher activities related to fabric design:

The teacher is responsible for developing appropriate activities. The teacher's discretion is necessary in determining the value and appropriateness of each and how to relate it to the student. Suggested activities are listed below:

> Exhibit photographic enlargements of fabric weaves, printed fabrics, batik, and stichery work. If possible, have examples or photographs of the actual processes of weaving, printing, batik-making and stitching.

*From *Project CHOICE, Children Have Options in Career Education.* San Diego, California: San Diego City Schools, 1976.

Display actual fabric samples showing various types of fabric design and weaves.

Demonstrate the processes of weaving, stitchery, silk screening, block printing, stenciling, or other techniques that may be used in classroom experiences.

Ask students to bring a favorite fabric and to conduct a class discussion on the type of design and aesthetic and functional merits of the fabric.

Provide a collection of fabrics to be examined by the students. Discuss grain, weaving, and hand characteristics of each in relation to design application.

Have professional weavers visit classroom and discuss technique as well as design with students.

Show films and slides on various processes.

Teacher activities related to printmaking (graphics):

Collect, display and discuss with the class some examples of printed illustrations utilizing lithograph, block printing and silk-screen printing.

Demonstrate the graphic processes previously mentioned. Care should be exercised to go slowly so that the student understands each step well enough to utilize the process to its fullest. A display of the steps involved is a big help.

Prepare samples of work produced through the three general processes.

Discuss with the class the early development of each process and its use in commercial work today and historically. Using reproductions of early prints, point out the advantages and best characteristics of each.

Teacher activities related to color:

Put the walls to work by arranging articles of commercial art that create interest and stimulate questioning. Illustrate the importance of color, subtleties of their relationships and impact of their contrast.

Prepare display properties such as color charts which show physical and psychological aspects of color, three-dimensional displays, use of unusual materials (or common materials in unusual ways), and displays which allow for rearrangement of parts add interest for students.

Exhibit pictures showing psychological applications of color in commerce. Show colors related to emotional appeal or combinations which denote elegance, power, etc.

Demonstrate phenomenon of the "after-image." Have students stare for one or two minutes at a simple shape painted in an intense hue. When they look at a blank sheet of white paper, they see the complementary color.

Create overhead transparencies to show color separation, stylizing design for trademark, abstracting design or simplifying for impact of image, etc.

Teacher activities related to layout design:

Obtain, from a local printing house, materials used in advertising layout and display them for class reference.

Select quality examples of page layouts from various newspapers and magazines for display to class.

Prepare a display showing steps in preparation of layout.

Ask students to bring samples of quality layout work to class, possibly to be maintained in a notebook of art samples.

Obtain reproductions of advertising layout and discuss their merits.

Teacher activities related to package design:

Explain and demonstrate examples of the need for impressive design, attractive coloring, and legible message of producer's goods.

Discuss methods for preparing designs, adapting design theories to three-dimensional materials, methods of construction and possibilities for display.

Collect and display illustrations of window displays and examples of both old and new packages designed by professionals.

Organize materials that could be an inspiration for construction of packages or displays.

ART CAREERS
Fine Arts and Humanities Career Cluster

INSTRUCTIONAL ACTIVITIES

ALL:

1. Complete the written pretest to find out how much you already know about art careers.

2. Choose an art career from those described in this unit:

Architect	Graphic Designer
Art Teacher	Illustrator
Art Museum Staff Member	Interior Designer
Cartoonist	Package Designer
Fabric Designer	Printmaker

Read the fact sheets about the career you've chosen; then take part in several of the experiences for career preparation described in each. Share the outcomes of your activities with members of your class.

YOUR CHOICE:

3. Use Fact Sheet I "Resources for Applied Art Careers" and find a book or film which provides additional information about an art career which interests you. Share the information you gain in a written or oral report, or by displaying an art project.

4. Read Fact Sheet II "Art Influences to Know About." Produce an art project which reflects one of these influences; display the project and explain the influences to your class.

ALL:

5. Complete the post test to find out how much you have learned about art careers during this unit.

FROM FLORIDA EMPLOYABILITY SERIES*

Activity:

Rating Your Job Values

What is most important to *you* in a job? Since most people work to earn a living, the pay is usually important. But a career should give you more than money: it should fulfill (meet) some of your personal needs or values. The job values listed below are ones many people find important. Look them over, and add any other ones you think of. Then rate the values on the list below by putting a check (✓) in the column that shows how you feel about them.

	Not important to me	Important to me	Very important to me
Job Security. Do I want a job which is steady - one that I can count on?	☐	☐	☐
Fame. Do I care a lot about whether people know about me and my work?	☐	☐	☐
Service to others. Do I want a job in which I can help other people?	☐	☐	☐
Money. Does the amount of money I earn mean a lot to me?	☐	☐	☐
Personal satisfaction. Do I want a job that will give me a feeling of doing something worthwhile?	☐	☐	☐
Respect. Do I want people to admire and look up to me?	☐	☐	☐

* From: *Florida Employability Series: Choosing An Occupation*, Florida State University, 1977

	Not important to me	Important to me	Very important to me
Challenge. Do I like solving new and difficult problems? Do I like to work hard, to the limit of my ability?	☐	☐	☐
Creativity. Do I want to do work that depends on my own new ideas?	☐	☐	☐
Interest in knowledge. Do I want a job in which I will discover new things?	☐	☐	☐
Enjoyment. Does my work have to be fun?	☐	☐	☐
Time. How important is it to me to have my evenings and weekends free - no working overtime?	☐	☐	☐
Power. Do I want a job where I can make the decisions and be the boss?	☐	☐	☐
(If there is something else that would be very important to you in a job, write it here.) _____	☐	☐	☐

FROM FLORIDA EMPLOYABILITY SERIES, P. 28 *

ACTIVITY:

Identifying Your Work Preferences

I. One way to think about occupations is in terms of whether a person spends most of his/her time working with people, things, or information. Mechanics and construction workers, for example, spend most of their time working with "things" and equipment. In other jobs, such as nursing or counseling, most of the workday is spent working with "people." Mathematicians, law clerks, bookkeepers, computer programmers, and scientists work mainly with "information" - facts, figures, and ideas.

Of course, most jobs involve all three - people, things, and information - but in different amounts. With which of these would you prefer to spend most of your time? Put 1 by the one you'd like most, and a 3 by the one you'd like least.

___ working with people

___ working with things

___ working with information (facts, figures, ideas)

II. Choose the work situation you prefer in each of the pairs below by placing a check (✓) in the correct boxes.

☐ doing something different every day

☐ doing the same thing every day

☐ taking orders from another person

☐ giving directions to others

☐ working alone most of the time

☐ working with other people

*From:

Florida Employability Series: Choosing An Occupation, Florida State University, 1977, p. 27, 28

III. Place a check (✓) next to any of the following working conditions that you would dislike very much - so much that you would probably turn down any job that involved that type of working condition.

- ☐ heavy physical work
- ☐ sitting for long periods
- ☐ standing for long periods
- ☐ dangerous work
- ☐ extreme heat or extreme cold
- ☐ having to work overtime, nights, or weekends
- ☐ High pressure work; making important decisions that affect many people
- ☐ working alone most of the time
- ☐ having to wear a uniform
- ☐ getting very dirty or greasy
- ☐ all outside work
- ☐ all inside work
- ☐ routine, unchanging work (doing the same thing over and over)
- ☐ loud noise or vibration
- ☐ traveling most of the time
- ☐ working in a large city
- ☐ working out in the country
- ☐ work in which deadlines are always a part of the job

☐ other (Write any other working condition that would bother you a lot.)

_____

FROM PERSONAL VITALITY WORKBOOK*

a. What is the nature of the *environment* you find at work? What are its characteristics? Here is a group of descriptive terms. Circle those that describe your work environment. As you circle applicable words put a plus, minus, or 0 for neutral in the circle, reflecting your view of the characteristic as positive, negative, or neutral.

cheerful	compatible	fulfilling	profitable
vital	rewarding	fast-moving	restricted
ethical	uncongenial	cooperative	harmonious
warm	unexciting	helpful	pleasant
open	close-knit	aggressive	discouraging
communicative	uncooperative	responsive	youthful
exciting	impolite	unfair	moody
peaceful	supportive	controlled	argumentative
comfortable	pyramidal	congenial	old
challenging	cheerful	monotonous	fair
happy	uncontrolled	friendly	political
honest	rigid	demanding	complex
intellectual	imaginative	expanding	unrewarding
polite	hectic	productive	dishonest
respectful	unfriendly	orderly	uncomfortable
retrenching	depressing	sharp	unresponsive
cyclical	artistic	technical	educational
slow	structured	complex	unpleasant
lonely	paternal	growing	unrewarding

*Miller, Donald B. *Personal Vitality Workbook.* Massachusetts: Addison-Wesley, 1977. p. 14

Assign those words you circle positive, neutral, or negative values. Count the totals for positive, negative, and neutral.

Number positive: _____

Number neutral: _____

Number negative: _____

---

b. What is the nature of your job as you see it? Is it a good job? Does it challenge you to utilize your abilities and knowledge? How does it fit in the scheme of things? Is it important and influential? Circle the applicable terms.

My job is a (good, average, poor) job as I see it.

I'm expected to utilize (most, many, some, few, none) of my skills.

I'm expected to utilize (most, much, some, little, none) of my knowledge.

My job is (important, fairly important, necessary, of little importance, unnecessary) in the scheme of things.

I get the feeling that what I do (impacts, may have some moderate impact, has little or no impact) on the organization.

I have a (good, fair, so-so, poor, almost nonexistent) feeling of understanding of the goals of the organization.

---

c. Considering the investment in people, facilities, and time, is the organization of which you are part appropriately productive? How would you assess the return on investment over the past year or so? Circle the most appropriate.

Excellent - Productivity, I feel, far exceeds investment. People work effectively toward important goals.

Good - Productivity probably substantially exceeds investment. People work well together and are generally well utilized.

So-so - Productivity probably just barely exceeds investment. Goals are muddy and people are underutilized.

Poor - Productivity probably doesn't exceed investment. There is goal conflict, serious underutilization, and many inefficiencies.

Very Poor - Productivity is probably below investment. There is little effective work, people are wasted and are wasting organization resources.

Name _____

STATISTICAL ANALYSIS

Number of Jobs	Reason for Change	Results of Change

Case #	2 3 4 5+	A B C D E F G	1 2 3 4 5
1			
2			
3			
to			
50			

KEY

Reasons

A. Salary
B. Working Conditions
C. Benefits
D. Change of residence
E. Job discontinued
F. Loss of interest
G. Other

Results of Change

1. Extremely bad
2. Bad
3. No change
4. Good
5. Extremely good

ACCEPTING RESPONSIBILITY FOR YOUR LIFE*

Accepting responsibility for your life encourages you to take an active rather than a passive approach to your decisions, your future and your life in general. This strategy leaves you more motivated to look at your future, to think about what you want to do and where you want to go. Accepting responsibility for your life and your decisions also leaves you more motivated to actively plan the steps needed to achieve your goals. As a result, you will be better able to anticipate major decisions as far in advance as possible. This allows consideration of the greatest number of alternatives. Similarly, if you take responsibility for your decisions, you will be more apt to adequately collect and weigh information about a wider range of alternatives.

Take the case of Susan, who is always depressed and unhappy about being overweight. Yet she has a million excuses for her obesity. She often blames her weight problem on her "slow metabolism" or childbearing experiences. Furthermore, there always seems to be an occasion for her to use as an excuse for eating an abundance of fattening foods - her birthday (or for that matter, someone else's birthday), her anniversary, eating out, Thanksgiving, Christmas, and so on. All her reasons seem to be located outside herself.

While Susan is unhappy, she feels powerless to do anything to help overcome her problem because she puts the blame outside of herself. She says she "can't" control her eating habits, while in

* From *Emphasis: Decisions.* Utah, Olympus, 1977

reality she means she "won't". This, in turn, keeps her from actually deciding to do something about her problem and from considering all of the possible alternatives.

Does this sound like someone you know? Many people play this game of "externalizing" responsibility. However, by giving up the power that comes along with accepting responsibility, they really end up the loser. Sure, you let yourself off the hook by blaming a problem on someone else or something outside of you. But, if you are willing to accept responsibility for your life, (1) you are more likely to actively confront a decision, and (2) you are more likely to consider a larger number of alternatives. This increases your chances of making a satisfying decision.

Can you think of some area in your life where you have given up some of your responsibility (such as losing weight, having children, going back to work, changing jobs, etc.)?

_____

_____

_____

_____

How can you take back that responsibility?_____

_____

_____

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_____

_____

THE SHARING TREE*

Goal Area:	3	Development of Positive Work Attitudes	*Related Behavioral Objectives*
Concept:	3.1	An individual's effectiveness is dependent upon his ability to accept others and to cooperate with them.	*Given a group play situation the child will demonstrate an understanding of the need to wait his turn by doing so.*
Developmental objective:	3.11	The child recognizes that his behavior toward others affects their behavior toward him.	*Given a group play situation the child will demonstrate the necessity for sharing in the cleanup responsibilities.*
			When given a task to perform as a part of a group effort, the child will perform his assigned task within the allotted time.
Materials Required:	1.	Materials to make a "sharing tree."	*The child will describe two situations (e.g., jumping rope, running races) in which it is necessary to have a group of people to perform, and two situations where it is not necessary to have a group (reading a story, sleeping).*
	2.	Story books illustrating sharing and learning to work with others.	
	3.	Art materials.	

Procedure:

1. The teacher asks the children to think of a time when they had to share something (very special) they really liked with someone else. The teacher should tell about an experience she has had in having to share. Discuss the children's experiences in regard to the three questions in small groups of 5-6 children. (You may wish to review the Magic Circle Rules.)

    1. What was it you shared?
    2. How did you feel?
    3. What did you do?

*From *The Yellow Brick Road. A Source Book of Career Guidance Strategies for the Elementary Counselor and Teacher.* The Elementary Guidance and Career Education Project, Florida State University, 72-74, University of Florida, 74-75

2. Emphasize that it is very hard to share something special with someone else, but we always get a very special gift in return. What is it? Does anyone know? It's friendship and good feelings from someone else. Why? Because sharing (a toy) makes a person feel like they are wanted - like you care about them.

3. People are very special aren't they? There are many things you could not do if you were all by yourself. For example, you couldn't have a race or a tea party. What are some other things that you wouldn't like to do just by yourself? Draw a picture of something you do with other people.

4. We share other things besides toys to show we care about others, don't we? For example, we share turns at games, and share helping to clean up the room after we've played.

5. Have the children assist you in making a "sharing tree." This tree might be free-standing, as tall as the children, and constructed out of cardboard, an old tree branch, or some other tree-like structure. During the year, have the children decorate this tree with pictures of themselves or other children sharing things (turns, work tasks, toys, etc.) or with projects which the children as a group may have made.

Additional Learning Activities: Many stories and filmstrips emphasize learning to share, to think of others, and work together. Some of these which might be used to reinforce this concept are:

Books:

1. Anglund, Joan Walsh, *A Friend is Someone Who Likes You.* Harcourt, 1958
2. Brown, Marcia, *Stone Soup: An Old Tale.* Scribner, 1947.
3. Carle, Eric, *Do You Want To Be My Friend?* Crowell, 1971
4. Clifton, Lucille, *Will I Have a Friend?* Holt, 1967. ($4.50)

CAREER INFORMATION PACKET (CIP)*

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. How did you spend your vacations while in school?
10. What do you know about our company?
11. Do you feel that you have received a good general training?
12. What qualifications do you have that make you feel that you will be successful in your field?
13. What extracurricular offices have you held?
14. What are your ideas on salary?
15. How do you feel about your family?
16. How interested are you in sports?
17. Can you forget your education and start from scratch?
18. Do you prefer any specific geographic location? Why?
19. Do you have a girl? Boyfriend? Is it serious?
20. How much money do you hope to earn at age 30? 35?
21. Why did you decide to go to this particular school?
22. Do you think that your extracurricular activities were worth the time devoted to them? Why?

*From: *The Looking Glass, The Career Center Management Guide.* Fullerton, California. Fullerton Union High School District. 1976

23. What do you think determines a person's progress in a good company?

24. What personal characteristics are necessary for success in your chosen field?

25. Why do you think you would like this particular type of job?

26. What is your father's occupation?

27. Tell me about your home life during the time you were growing up.

28. Are you looking for a permanent or temporary job?

29. Do you prefer working with others or by yourself?

30. Who are your best friends?

31. What kind of boss do you prefer?

32. Are you primarily interested in making money or do you feel that service to your fellow men is a satisfactory accomplishment?

33. Can you take instructions without feeling upset?

34. Tell me a story!

35. Do you live with your parents? Which of your parents has had the most profound influence on you?

36. How did previous employers treat you?

37. What have you learned from some of the jobs you have held?

38. Can you get recommendations from previous employers?

39. Do you feel you have done the best scholastic work of which you are capable?

40. What do you know about opportunities in the field in which you are trained?

41. How long do you expect to work?

42. Have you ever had any difficulty getting along with fellow students and faculty?

43. What is the source of your spending money?

44. Do you own any life insurance?

45. Have you saved any money?

46. Do you have any debts?

47. How old were you when you became self supporting?

48. Do you attend church?

49. Do you like routine work?

50. Do you like regular hours?

COLLEGE CATALOG CUES*

R. J. Swan (1979)

The following questions are designed to help you gather information in evaluating a college. Check the vocabulary list for the meaning of the terms used.

A. GENERAL INFORMATION ABOUT THE SCHOOL:
(This information is usually found in the first few pages of the catalog).

1. Complete name of school, address, telephone number.
2. Is the school public or private?
3. Is the school primarily a residential school or a commuter school?
4. Is the school located in a city or community that offers cultural and recreational activities?
5. What is the current enrollment?
6. Is the school coeducational?
7. Is the school accredited? If so, name the accrediting agency.
8. What type of school calendar is used (semester, quarter, trimester, other?)
9. Does the school have special programs such as foreign study, internship programs, exchange programs with other colleges and universities? If so, list these programs.
10. What types of student activities are available at this school? (student government, athletic programs, clubs, etc.)
11. Are there any policies covering student conduct? If so, what are these? (Many private, church-related schools have such policies.) Look in the Index under "Student Conduct" or "regulations" or "discipline."

B. ADMISSIONS

1. Check the admissions policy used:

   a. Open - all high school graduates accepted to limit

*From Career Counseling Helpmates, Robert J. Swan
Forty-Niner Bookstore, California State University, Long Beach, Cal.1979

of capacity.

b. Liberal - some accepted freshmen from lower half of high school graduating class
c. Traditional - all accepted freshmen in top 50% of high school graduating class
d. Selective - majority of accepted freshmen in top 25% of high school graduating class
e. Highly selective - majority of accepted freshmen in top 10% of high school graduating class

2. List requirements for admission. (Look in Index or Table of Contents for "Admission Requirements")

3. Does the school accept transfer students from other colleges?

4. What are the admission requirements for transfer students?

C. EDUCATIONAL PROGRAMS OFFERED (What kind of courses are offered and required?)

1. Is there a pattern of required general education courses? If so, what is the pattern? (Usually lower division courses to be taken in freshman/sophomore years.)

2. Does the school require a major?

3. Does the school require a minor?

4. What is a typical study load? (Average number of credits or units per term?

5. What is the grading policy of the school? (Look in Index)

D. MAJORS

1. Name your major interest. Does the school offer it?

2. How many units are required for this major?

3. List the courses required for your major. (Include pre-major courses if any are indicated.)

4. Are there any prerequisites to any of these courses? If there are courses that have prerequisites, list the courses and the prerequisites.

E. GRADUATION REQUIREMENTS (LOOK IN INDEX under "Graduation Requirements" or "Bachelor of Arts Requirements" or "Bachelor of Science Requirements" or "Degree Requirements")

1. What are the total semester hours or credits or units required?

2. Other requirements?

F. FINANCIAL AID

1. What types of financial aid are available?

2. How does a student apply for it?

G. COSTS

1. What is the total cost for an academic year?

a. Tuition _____

b. Other fees _____

c. Room and board _____

d. Personal spending (recreation, laundry, transportation, etc.) _____

e. Books _____

TOTAL _____

H. ANY ADDITIONAL INFORMATION

VOCABULARY LIST FOR
COLLEGE CATALOG CUES

ACCREDITATION- The recognition by an outside agency that a school maintains high standards and that the school's graduates qualify for admission to higher or more specialized institutions. The six regional associations of Schools and Colleges are the Middle States, New England, North Central, Northwest, Southern, and Western Associations; colleges not accredited by one of these may be ineligible for consideration and not meet current minimum standards for accreditation; specialized accreditation of individual programs may be granted by national organizations representing specific professional areas, such as the American Chemical Society for chemistry.

ACT TEST- American College Testing program; a national test which may be required (or recommended) by colleges as part of a student's application for admission.

BACHELOR OF ARTS- The degree earned by a student upon successful completion of a broad, four-year program in the arts, humanities or social sciences.

BACHELOR OF SCIENCE- A degree earned by a student who has had a specialized four-year program with more focus on preparation for a specific career, such as education, music, engineering, business.

COEDUCATIONAL- Schools that admit both men and women.

COMMUTER SCHOOL- Schools where most of the students live at home and drive to school daily.

CREDIT- A unit of time usually indicating the number of hours per week a specific course meets (for example, a course with 2 credits probably meets 2 hours each week). Students usually have to accumulate a minimum number of credits to graduate (often around 122-124). Same meaning as "unit."

DEGREES- Titles given to students by colleges and universities upon completion of unified programs - for example, Bachelor of Arts Degree (often a four-year sequence), Master of Arts Degree

(usually a two-year sequence beyond the Bachelor of Arts Degree), Doctor of Philosophy (usually a five-year sequence beyond the Bachelor's Degree). Doctor of Medicine, Doctor of Dental Science,etc.

FOREIGN STUDY- Opportunities for students to study (usually for a year) in a foreign country, either on campuses that American Schools have in foreign countries or on the campuses of foreign colleges or universities.

INTERNSHIP PROGRAMS- Opportunities for students to experience the work for which they are preparing (for instance, pre-law students spending a semester working for a senator or representative in Washington, D.C. or Sacramento, or social welfare majors spending time working in a social welfare agency.)

INTERCOLLEGIATE ATHLETICS- Athletic competition between colleges and universities (for instance, Pacific Ten Conference, Big Ten Conference, etc.)

INTRAMURAL SPORTS- Sports offered within the school and available to all who want to participate.

LOWER DIVISION COURSES- Introductory courses taken during the freshman and sophomore years, and often designated by course numbers in the 100's and 200's (for example, Introduction to Psychology might be numbered as a course number Psychology 101).

MAJOR- The academic area in which a student specializes (for example, Biology, English, History, Mathematics, Art, Music, Engineering, etc.) A major requires specific courses and a specific number of units.

MINOR- An academic area in which a student specializes, but with fewer course and unit requirements than a major.

PRE-MAJOR COURSES- Lower division courses that must be taken before a student is eligible for a more advanced course (for example, trignometry is a prerequisite for calculus.)

PRIVATE COLLEGE OR UNIVERSITY- Schools that are not supported by state or community taxes.

QUARTER- The division of the school year into four equal parts (usually about twelve weeks per quarter). The quarters are usually designated as fall, winter, spring, and summer.

RESIDENTIAL SCHOOL- Schools where most of the students live on the campus in dormitories.

SAT TEST- Scholastic Aptitude Test, a national test which may be required (or recommended) by colleges as part of a student's application for admission.

SEMESTER- The division of the school year into two equal parts (usually about 16-18 weeks per semester. The semesters are often referred to as fall semester and spring semester.

TRANSFER STUDENT- Students who transfer from one college to another, often at the end of the sophomore year. This is especially true of those transferring from community colleges to four year colleges.

TRIMESTER- The division of the school year into three equal parts (usually about 15 weeks per trimester).

UPPER DIVISION COURSES- Advanced courses taken during the junior and senior years, and often designated by course numbers in the 300's and 400's. Students usually must take a specific number of upper division courses to meet graduation requirements.

UNITS- A unit of time usually indicating the number of hours per week a specific course meets (for example, a course worth 4 units probably meets 4 hours each week). Students usually have to accumulate a minimum number of units to graduate (often around 122-124). Same meaning as "credit."

COORDINATOR'S GUIDE

DEVELOPING CAREER CENTER RESOURCES FOR FACULTY USE

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SUGGESTED TIME SCHEDULE

	APPROXIMATE TIME
Introduction	30 minutes
Overview	40 minutes
Student Career Materials for Faculty Use	50 minutes
Break	15 minutes
Faculty Resource Materials	75 minutes
Lunch	60 minutes
Criteria for Evaluating Faculty Resource Materials	60 minutes
Break	10 minutes
Identification and Adaptation of General Information Sources	60 minutes
	6-1/2 hours

ROLE OF COORDINATOR

The ultimate success of the module rests on your ability to provide leadership and support throughout the workshop. The following guidelines have been prepared to assist you.

Set The Environment

Physical - This module should be held in a Career Resource Center if at all possible or failing that, in a comfortable room which lends itself to group interaction.

Personal - Set the right mood. Participants should be relaxed, but alert, interested and motivated. Be enthusiastic and creative as you present key points to participants. Project excitement and interest into activities and discussions. Make it clear that this is a very worthwhile workshop and that all activities are based on specific outcome statements.

Set The Rhythm and Pace

You have been provided a schedule including suggested time for each objective. The background of the participants will vary in terms of prior knowledge, position, responsibility, and interest. Be sensitive to the pace at which the participants work through each activity. You will have to determine when it is necessary to speed up or slow down to accommodate the skill level of the participatnts. This will depend entirely on the group's performance. Remember, you

have an obligation to complete the module. The participants will each have a workbook to take with them. You will want to draw their attention to this fact and indicate that if they do not completely finish an activity, they may do so once they return to their school setting.

Keep the flow smooth, especially when moving from one activity to another. Two breaks and one lunch session are suggested in the schedule.

Facilitate Group Interaction

A variety of activities have been designed for this module. Encourage discussion and interaction among the participants. Attempt to monitor participants to ensure interaction and dialogue. Seek out questions and concerns early and deal with them openly. Be sensitive to moods and needs. Provide guidance and trouble shoot, but most of all, allow the participatns the freedom to learn.

Evaluation

It is your responsibility to maintain the quality of the workshop. Make sure participants are moving in the right direction. When needed, give cues or examples to assist them in moving toward the objectives of the module. Monitor participant responses to each activity worksheet. You are the judge of successful completion of each activity. Provide corrective reactions and facilitate relearning should that prove necessary.

FUNCTIONS OF COORDINATOR

Prior to the Workshop:

1. Study the module thoroughly ahead of time. Be familiar with all participants' materials and this Coordinator's Guide.
2. Make sure all needed materials are present for the workshop. (See the list entitled, "Outside Materials Needed for Module.")
3. Most participants want to keep their module intact so you should duplicate the pages which will be written on. Package these activities together to facilitate a smoother running workshop.

At the Workshop:

1. Introduce yourself to participants. Briefly explain your background and the role you will play in the module. Use an ice-breaker to allow them to get to know each other.
2. Establish time limits (lunch, breaks, etc.) for the day, and do your best to stick to them.
3. Introduce the basic purposes and structure of the module.
4. Having the participants read the entire text before discussion can become lethal. Having the Coordinator read the text instead is even worse. Lecture from the text, indicate the main points and give plenty of examples. Be sure to ask for the participants' ideas and comments as you go along. Lecturing means that you

have to know the material well so become familiar with the material before the workshop. Circulate among participants during the activities to answer questions and help whenever needed.

5. Conduct wrap-up sessions at the end of each objective and at the end of the entire module. Your tasks here are to:
   a. Summarize what has gone on and been accomplished, especially the contributions of the participants.
   b. Resolve any unanswered questions.
   c. Point out resources for additional study.

OUTSIDE MATERIALS NEEDED FOR MODULE

1. Introduction

   Enough 3 x 5 cards so that each participant has one for a name tag. The cards may be numbered or color coded to provide the mechanism for the forming of sub-groups.

   Felt pens for the name tags, pencils for those who need them and blank paper for those who may not wish to write in the Learner's Guide.

2. Overview (Objective One)

3. Student Career Materials for Faculty Use (Objective Two)

   If the module is not given in a CRC then the coordinator may wish to bring copies of representative materials such as the OOH to illustrate the discussion.

4. Faculty Resource Materials (Objective Three)

   Several examples of materials available or presently being used, especially locally generated ones should be on display. The opportunity to examine materials is appreciated. The Resource List may be used to identify FRM to have on hand.

5. Criteria for Evaluating Faculty Resource Material (Objective Four)

   A chalkboard of newsprint tablet will be helpful for demonstrating the evaluation of FRM.

6. Identification and Adaptation of General Information Sources For Faculty Use (Objective Five)

Distribute a handout for each group from one of the sources discussed. Be sure to have copies for all participants and enough different articles so that each group has a unique article.

Some of the items that have been used are:

1.	Business Week	Articles: "The New Activism on Job Health", and "How RPI Helps Locate Talent", (Sept. 18, 1978).
2.	U.S. News and World Report	"Leisure: Where No Recession Is In Sight", (Jan. 15, 1979).
3.	Wall Street Journal	Letters to the Editor re: job market for International Studies Majors. (Oct. 19, 1978). The weekly columns on Labor Trends and Employment.

When selecting articles for this activity, one should consider the interests of the participants and choose resources that they might want to use in the CRC. Timeliness is important. Unless it is an exceptional article, materials used should not be more than a month old.

SPECIFIC SUGGESTIONS FOR EACH OBJECTIVE

Introduction

A. Ice-Breaker

You may have your favorite, so please use it. However, a simple one is to have the group number off. For example, a sub-group of four participants seems to work well because they can easily interact and pairs can be made if that activity is required. Therefore, a group of 24 would number off 1-6, and you would have six groups of four. Then each pair can introduce each other to the group following whatever criteria you want to set up. Later on, to increase the pace, if needed, you have the sub-group take over an individual activity and come up with a group opinion rather than four individual opinions.

B. Module Goal and Objectives - It is important that you as Coordinator are knowledgeable of the module goal and module objectives. In fact, you are encouraged to go through the Learner's Guide completing all the exercises prior to coordinating the day's activity. Take enough time to ensure that each participant is knowledgeable of the goal and objectives. The criteria for attainment of the objectives are only included in this Coordinator's Guide. It is sometimes helpful to discuss them with the participants.

C. Suggested Time Schedule - The time schedule is only tentative. If the module is being presented over a series of sessions, such as within the framework of a continuing class, one section each time could be covered, (i.e., Faculty Resource Materials).

D. Glossary - Be sure that in discussing these terms with the participants, their responses show they are understanding the vocabulary. The "Overview" will help in further explaining the terms.

Overview (Objective One)

This section deals with the manner in which many CRC's are serving the students and faculty. Having the participants share their experiences and you adding your own certainly can enrich this presentation.

Successful achievement of this objective is correctly answering four of the five components making up a CRC, and giving three advantages for developing FRM. In regard to the latter, some answers might be reaching a larger number of students, stimulating career education activity within the classroom, more students receiving a greater quantity of career information upon which to base job choice, a better quality of career information reaching students through faculty education, etc.

You might have students correct their own or exchange with partner. You might want to collect the papers to evaluate your own performance.

Student Career Materials for Faculty Use (Objective Two)

In regard to textual material, the Coordinator should lecture and discuss this material but not read it or have the participant spend large blocks of time reading it. Encouraging participants to share their experience in this area keeps interest high.

Career education infusion is not an easy concept to understand. The participants will be apt to ask if certain things they are doing or have done is such career infusion. The main thing to stress is that any teacher helping students tc explore their own potential and the possibilities of the world of work, is on the right path, no matter what the label is for that action.

Successful achievement of this objective is remembering four of the five areas of student career information - occupational, educational, leisure, job search and guidance. The other parts of Activity Two should be discussed within the sub-groups, and shared with the whole group if possible.

Faculty Resource Material (Objective Three)

It is recommended that you as Coordinator discuss the text of this module. Participants should be encouraged to ask questions as you pro-

gress, and take notes if they feel this might be beneficial.

Participants should be encouraged to share their knowledge of additional materials. Locally developed materials or projects not yet completed should be included.

Participants may be using traditional materials in a non-traditional ways. This kind of resourcefulness should also be elicited for the group.

Successful achievement of Activity Three is that 9 of the 12 blanks will be correctly filled out. Exchanging papers with a partner for verifying the correct answers is the easiest way to get discussion rolling in the sub-group. Because some materials are appropriate for more than one level, there may be several "right" answers. The standard is that the selection of the resource for use in the participant's setting should be consistent with the educational level assigned. More discussion will ensure on where, when and how the material might be used. If any issues cannot be decided within a sub-group, you should bring it up in the group as a whole.

Criteria for Evaluating FRM (Objective Four)

The purpose of this section is to make CRC staff aware of ways to view possible FRM. It does not assume that there is time to go through a rating scale for each piece of material. If the staff holds a background of do's and do not's in its mind, this means better

quality FRM. Therefore, the purpose of the rating activity is to reinforce awareness rather than providing a scale which should be religiously followed.

There is no exact acceptable level of achievement for Activity Four because there are too many personal things involved such as purpose, setting, etc.

Identification and Adaptation of General Information Sources (Objective Five)

The Coordinator passes out current articles as suggested in "Outside Materials Needed for Module". Depending upon the time available, each member of the sub-group of four could receive a different article, or to rush things up, each pair could receive the same article.

Different articles should be used with different sub-groups if at all possible in order that the sharing period by the whole group can be a stimulating one.

Successful achievement is getting three out of three on No. 1 in Activity Five. Each participant can correct her/his own answers from the discussion led by the Coordinator. The second step of successful achievement is the sub-group answer to #3 of Activity Five. Con-

sensus of the whole group when it is discussed will give the standard on whether the two ways an article can be adapted is acceptable.

Closure

As Coordinator, you should briefly review the step and activities covered in the workshop. Ask for any unanswered questions or points which are not clear. Encourage participants to utilize the Learner's Guide as an information resource.

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A I strongly agree	Column B I agree	Column C I disagree	Column D I strongly disagree	Column E I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodroe M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodroe M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler